## Ensuring best practice in genomic education and evaluation: a program logic approach

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## **Supplementary Materials**

Detailed program logic models describing all four local contexts:

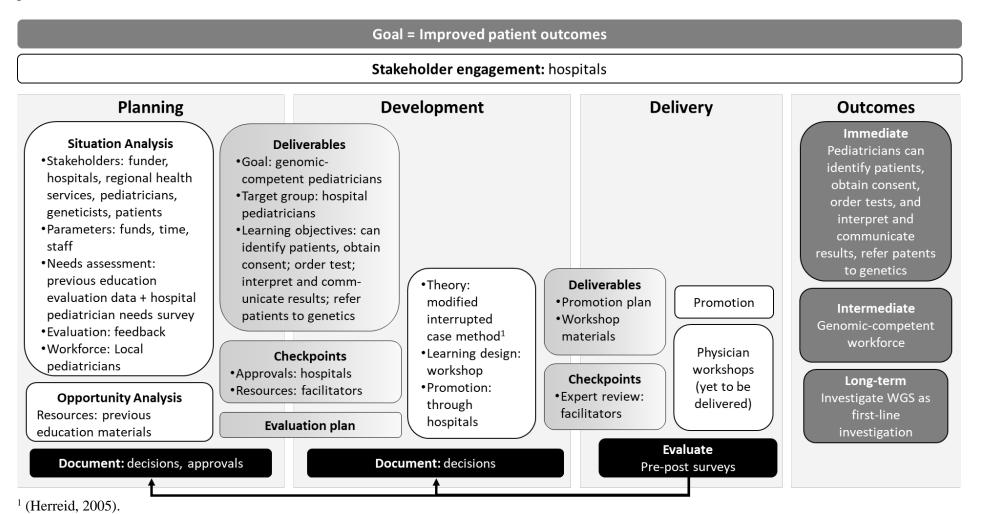
**Supplementary Figure 1.** Mapping the different program logic model components to the development of clinical genomic workshops for pediatricians.

**Supplementary Figure 2.** Using the different program logic model components for stakeholder management and reporting when developing competencies.

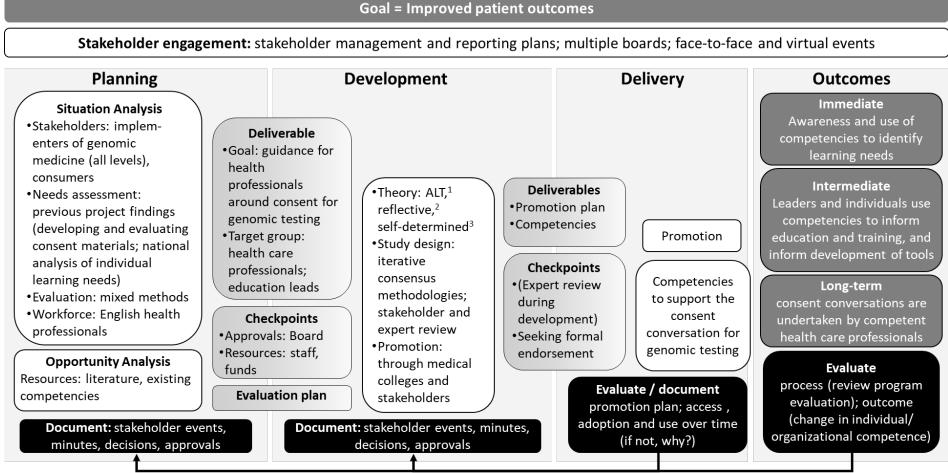
**Supplementary Figure 3.** Using the program logic model as a tool for reflection and targeted evaluation for quality improvement.

**Supplementary Figure 4.** Mapping the different program logic model components to a cyclical co-design approach when developing a university course.

**Supplementary Figure 1.** Mapping the different program logic model components to the development of clinical genomic workshops for pediatricians.



**Supplementary Figure 2.** Using the different program logic model components for stakeholder management and reporting when developing competencies.

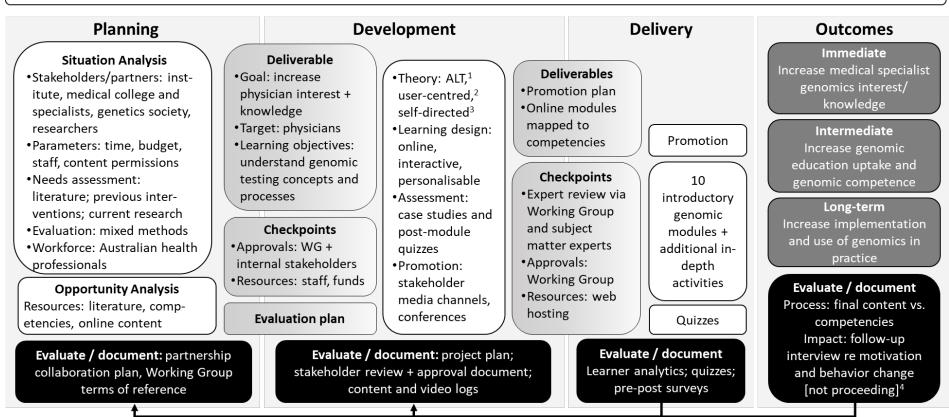


<sup>&</sup>lt;sup>1</sup> Adult learning theory (Campbell et al., 2010); <sup>2</sup> (Schon, 1983); <sup>3</sup> (Hase, 2009).

**Supplementary Figure 3.** Using the program logic model as a tool for claricative evaluation during development of online modules for medical specialists.

## **Goal = Improved patient outcomes**

**Stakeholder engagement:** Working Group (WG = non-expert physicians, genetic specialists) with regular meetings and reporting lines

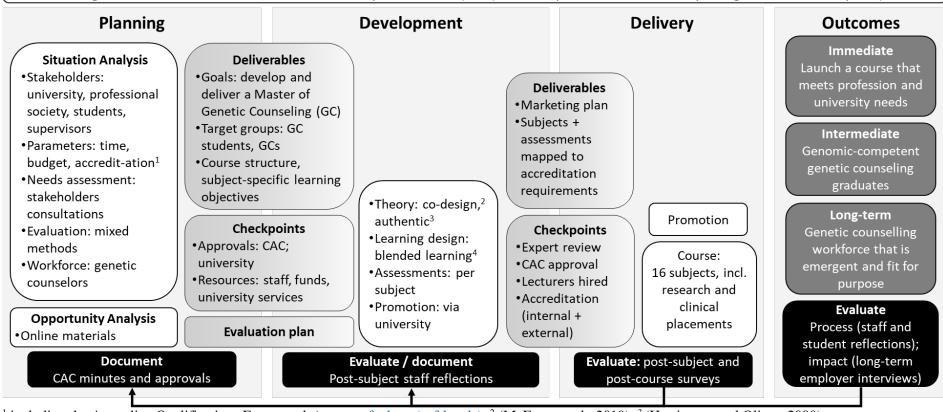


<sup>&</sup>lt;sup>1</sup> Adult learning theory (Taylor and Hamdy, 2013); <sup>2</sup> (Beetham and Sharpe, 2013); <sup>3</sup> (Hase, 2009).

**Supplementary Figure 4.** Mapping the different program logic model components to a cyclical co-design approach when developing a university course.

## Goal = Improved patient outcomes

**Stakeholder engagement:** consultation with genetic counselors (experienced and recent graduates), geneticists, other experts and learning designers then convened a Curriculum Advisory Committee (CAC) = above plus ethics, laboratory, Indigenous health experts)



<sup>&</sup>lt;sup>1</sup> including the Australian Qualifications Framework (<u>www.aqf.edu.au/aqf-levels</u>); <sup>2</sup> (McEwen et al., 2019); <sup>3</sup> (Herrington and Oliver, 2000);

<sup>&</sup>lt;sup>4</sup> (McGee and Reis, 2012).